



Rhode Island Department of Elementary and Secondary Education
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Stone Hill Elementary School

CRANSTON

THE SALT VISIT TEAM REPORT

February 6, 2004



School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

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1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Stone Hill Elementary School from February 6, 2004.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning, and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well, and where it is doing less well.

The major questions the team addressed were:

How well do students learn at Stone Hill Elementary School?

How well does the teaching at Stone Hill Elementary School affect learning?

How well does Stone Hill Elementary School support learning and teaching?

The following features of this visit are at the heart of the report:

Members of the visit team are primarily teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

The team sought to capture what makes this school work, or not work, as a public institution of learning. Each school is unique and the team has tried to capture what makes Stone Hill Elementary School distinct.

The team did not compare this school to any other school.

When writing the report, the team deliberately chose words that it thought would best convey its message to the school, based on careful consideration of what it had learned about the school.

The team reached consensus on each conclusion, each recommendation, and each commendation in this report.

The team made its judgment explicit.

This report reflects only the week in the life of the school that was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's Chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-based Inquiry™ (Catalpa Ltd). The detailed *Handbook for Chairs of the SALT School Visit* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. Contact Rick Richards at (401) 222-4600 x 2194 or ride0782@ride.ri.net for further information about the *Handbook* or other SALT protocols. The *Handbook* and other relevant documents are also available at www.Catalpa.org.

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also assures that the conclusions and the report meet specified standards.

Sources of Evidence

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over 106 hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 31 hours in team meetings spanning the five days of the visit. This time does not include the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team did agree by consensus that every conclusion in this report is:

Important enough to include in the report

Supported by the evidence the team gathered during the visit

Set in the present, and

Contains the judgment of the team

Using the Report

This report is designed to have value to all audiences concerned with how Stone Hill Elementary School can improve student learning. However, the most important audience is the school itself.

How your school improvement team reads and considers the report is the critical first step. RIDE will provide a SALT Fellow to lead a follow-up session with the school improvement team to help start the process. With support from the Cranston District School Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning, teaching, and the school, and amend its School Improvement Plan to reflect these decisions.

The Cranston School District, RIDE and the public should consider what the report says or implies about how they can best support Stone Hill Elementary School as it works to strengthen its performance.

Any reader of this report should consider the report as a whole. A reader who only looks at recommendations misses important information.

2. PROFILE OF STONE HILL ELEMENTARY SCHOOL

Stone Hill Elementary School is one of nineteen elementary schools in the Cranston, Rhode Island, public school system. Originally named Thornton Elementary School, it was built in 1962. At that particular time, there was another school with the exact same name in the neighboring town of Johnston. Consequently, the name of the Thornton School in Cranston was changed. Local legend states that the name Stone Hill comes from the Stone family, who donated the land where the school is built, and from the fact that the school sits on top of a hill.

Stone Hill School serves students in kindergarten through grade five. Of the 263 students attending this school, 238 are white, seven are Hispanic, eight are black and nine are Asian/Pacific Islanders. Thirty-one students have individual educational plans (IEP's), and 16 students receive free or reduced-priced lunches.

The professional staff consists of one administrator, 11 classroom teachers, one full-time teacher of autistic children, one part-time teacher of the developmental learning program, one full-time reading teacher, one part-time resource teacher and seven part-time support staff, including a guidance counselor, a social worker, a psychologist, a Diagnostic Prescriptive teacher, a speech/language therapist, an occupational therapist and an adaptive physical education therapist. Also, one part-time physical education teacher, one part-time librarian, three full time special needs teacher assistants, two part-time building assistants and three primary classroom teacher assistants service the students. A part-time music teacher, one part-time band teacher, one part-time strings teacher and one part-time art teacher provide instruction in the arts. The remainder of the staff includes one part-time library clerk, one secretary, one part-time nurse, two custodians, one full-time and one part-time, and two members of the kitchen staff.

On January 5, 2004, nearly 100 students from the Stone Hill School were redistricted to the new Orchard Farms Elementary School. However, prior to the opening of the Orchard Farms School, Stone Hill housed these students, their classroom teachers and many of the Orchard Farms staff, which created two simultaneous schools within the Stone Hill School building. Many new teachers exist at several grade levels at Stone Hill School because of teacher retirements and the recent move of teachers.

Writing is a major focus at Stone Hill School. Teachers use *Kid Writing* for students in kindergarten through second grade and the *Six-Traits* writing program for students in the third through fifth grade. During their common-planning blocks, a literacy teacher works with the staff to review the effectiveness of these programs. Serving also as a literacy coach, she works with teachers to conduct in-class lessons with both the entire class, as well as with small, flexible groups within a class. The resource teacher and the self-contained teacher also use in-class models, whenever possible.

Many new initiatives are underway at Stone Hill School. Teachers are beginning to use guided reading and Literature Circles as part of their balanced literacy program. The *Investigations* math program, in its first year of implementation, is being taught in the third through fifth grades. This year Stone Hill initiated a portfolio plan in which every child from grades kindergarten through five maintains a portfolio of work. These new initiatives continue to evolve, as teachers collaborate and receive professional development.

3. PORTRAIT OF STONE HILL ELEMENTARY SCHOOL AT THE TIME OF THE VISIT

Nestled on top of a hill in western Cranston, Rhode Island, Stone Hill Elementary School exemplifies a neighborhood school. Parents love to send their children to this positive, nurturing environment, and their children like to come here. Many children, who attend Stone Hill, are the sons and daughters of Stone Hill graduates. This continuity enhances the feeling of family that permeates this school. Parents say, “Stone Hill School is the best kept secret in Rhode Island.”

The faculty, staff and administrator have created a safe and caring environment in which children and parents are valued. Dedicated teachers work collaboratively to provide a quality education for their students. An active, involved parent group supports teachers and encourages their children to try their best. Students are eager to learn and ready for challenge. A strong sense of structure, discipline and respect exist here. This collective commitment to excellence is Stone Hill’s greatest strength.

The principal personifies the ideals of this school. This dynamic, dedicated leader works closely with her staff to establish an environment where many teachers explore new instruction practices and approaches. She works well beyond the end of the school day and seeks creative ways to supplement her school’s budgetary constraints, confirming her commitment to her students and her staff. She encourages her teachers to be risk-takers, advising them to “just try it.”

While many teachers are open to change, some are hesitant. Inconsistent expectations and instruction practices exist, despite Stone Hill’s high test scores. Continued improved student learning requires additional emphasis and refinement of the new math and balanced literacy programs. More professional development is needed to assist teachers in reaching their goals.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Most students at Stone Hill School are eager, motivated readers. Reading independently, with partners or in groups, they read throughout the day, as well as actively listen to stories read aloud by both their teachers and their classmates. They readily use their strong phonics skills to decode words. Many connect what they read to other subject areas of the curriculum, as well as to what they write. They say that the more they read, the better they write and spell. Most students are indeed confident readers, writers and spellers. Many easily identify the qualities of effective writing in their reading and are beginning to apply these to their daily writing. Many students use critical thinking skills to explain how an author uses voice, details and descriptive language to create mood and to “paint pictures in their heads.” Students are aware of their strengths and weaknesses, as readers. Consequently, many choose appropriate books to read independently, know when they need help and know why they are in specific groups. However, not all students are challenged, and some continue to struggle to decode words, to comprehend what they read and to make connections to their own lives and the world. On the state assessments, eighty-four percent of the students achieved or exceeded the standard in basic understanding, and seventy-three percent achieved or exceeded the standard in analysis and interpretation. *(following students, observing classes, talking with students, teachers, meeting with the school improvement team, discussing student work with teachers, reviewing completed and ongoing student work, classroom assessments and 2003 New Standards Reference Examination School Summaries)*

Students are confident writers, who without a doubt understand that writing is an important communication tool for learning. They clearly express their ideas, responding to literature, answering comprehension questions, summarizing text and writing reports. Most of their writing is organized and includes supporting details. While some students use voice and rich details to express their ideas creatively, the majority does not. Many do not consistently apply editing and revising strategies to their writing. Eighty-eight percent of the students achieved or exceeded the standard in writing effectiveness on the 2003 New Standards Reference Examination, and forty-eight percent of the students achieved or exceeded the standard on the 2003 Rhode Island Writing Assessments. *(following students, observing classes, talking with students and teachers, discussing student work with teachers, reviewing completed and ongoing student work, classroom assessments, 2003 New Standards Reference Examination School Summaries and 2003 Rhode Island Writing Assessment results)*

Students are beginning to learn the skills they need to become competent problem solvers in math. In almost every class they follow organized steps to apply multiple strategies to solve problems. While they say they like using manipulatives to solve problems, their use of them is limited. Students organize data by using graphs, finding patterns, recording information and using data tables. Students routinely practice math computation, but many do not spend a sufficient amount of time each day developing math concepts and exploring multiple ways to solve problems. Students rarely go back to correct their past mistakes. Not enough students share their evidence and explain their mathematical reasoning for solving a problem. Few students extend their knowledge by doing more challenging work. *(following students, observing classes, talking with students, teachers, reviewing completed and ongoing student work, classroom assessments and 2003 New Standards Reference Examination)*

Students are friendly, eager learners, who take great pride in their work and their school. They say they love school, that they feel safe and that their teachers care about them. These well-behaved students clearly understand the consistent, school-wide expectations and consequences for their behavior. Students say that these rules make them feel safe. Students show the utmost respect towards their peers, their teachers and their school. These behaviors create a positive learning environment for all students. *(following students, observing classes, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, parents, school administrator, reviewing Stone Hill School Parent Survey and 2003 SALT Survey report)*

Important Thematic Findings in Student Learning

- ◆ *Students are eager to learn. They clearly understand the expectations for their behavior and learning.*
- ◆ *Students have a disciplined, structured approach to learning. They are competent readers and organized writers.*
- ◆ *Students are not challenged in all areas of the curriculum.*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Teachers teach writing well. They provide structure and strategies to encourage students to develop effective writing skills. They reinforce skills and give constructive feedback to help students improve their writing. Teachers instruct students in the use of rubrics and provide writing samples to help students incorporate the traits of good writing in their work. Periodically, they use student-writing samples to monitor student progress. The principal, teachers and support staff effectively use rubrics to assess student work and provide meaningful feedback. Teachers use feedback from the principal to increase their consistency in their scoring expectations and to improve their instruction practices. As a result, students are confident writers, who are developing effective writing skills. *(following students, observing classes, meeting with students and school administrator, talking with students and teachers, discussing student work with teachers, reviewing completed and ongoing student work, classroom assessments, school improvement plan and records of professional development activities)*

Most teachers use trade books and basal readers to teach reading, using whole group instruction. They frequently read aloud to their students and provide time for them to read independently. Several clearly promote the development of phonemic awareness and spelling. Some teachers encourage students to connect reading effectively to other areas of the curriculum. In the classroom, as well as in the pullout programs, support staff work with students to reinforce their reading and writing skills. The reading consultant routinely analyzes data from quarterly assessments and provides meaningful feedback to teachers regarding student achievement. However, some teachers are reluctant to change their instruction to implement a balanced literacy program effectively. Only a few use guided reading and Literature Circles to address the individual learning needs of their students. While these teaching practices adequately meet the learning needs of the middle performing students, they do not reach the students performing at lower and higher levels. Consequently, struggling learners continue to have difficulty decoding words and comprehending, while the more capable readers miss opportunities to extend their knowledge. Some parents request that their children be given more challenging work. *(following students, observing classes, meeting with students, talking with students, teachers, parents, reviewing completed and ongoing student work, school improvement plan, classroom assessments and classroom textbooks)*

In most classrooms, teachers do not spend enough time developing math concepts and teaching problem solving strategies. The instruction practices throughout the school are not consistent. While teachers consistently use a school-wide rubric to assess problem solving, they have different expectations for student performance from class to class. A few teachers differentiate math instruction to meet the needs of their students, but many do not. Grade 3-5 teachers are only beginning to implement the new math program, *Investigations*, while they continue to use a variety of supplemental materials and the McGraw-Hill math series within their classrooms. Teachers report that students lack the sufficient background knowledge to make the successful transition to the new concept-based math program. They also report a need for more professional development to implement the new program effectively. As a result, some teachers are reluctant to change. They struggle to determine how much emphasis they should place on computation versus concept development, and they juggle math programs, trying to find a successful balance. *(following students, observing classes, talking with teachers, school, meeting with the school improvement team, school and district administrators, reviewing Stone Hill School's analysis of state assessments and school improvement plan)*

All teachers are caring, nurturing professionals. They set routines in their classrooms that provide a sense of calm and structure for productive learning. Teachers are beginning to utilize the expertise of their colleagues. They report that collaboration is improving. As a result, some co-plan and co-teach with the reading consultant, the librarian, itinerants and special education teachers to help students connect their classroom learning across the curricula areas. They meet informally to discuss student learning, as well as during monthly common planning time to analyze student work and coordinate their instruction. While this is a good start for cross-grade level discussions, scheduling problems prevent more frequent meetings. Test scores remain high for a considerable number of students. As a result, some teachers rely on their past practices, rather than differentiate their instruction to meet the needs of all students. *(following students, observing classes, meeting with the school improvement team and school administrator, talking with teachers, discussing student work with teachers, reviewing school improvement plan, 2003 SALT Survey report, completed and ongoing student work, classroom assessments and 2003 New Standards Reference Examination School Summaries)*

Commendations for Stone Hill Elementary School

Commendable writing instruction

Consistent structure and organization

Dedicated, caring teachers

Recommendations for Stone Hill Elementary School

Continue to foster students' love of reading and writing.

Provide differentiated instruction in reading and math. Continue professional development in differentiated instruction, guided reading, math and balanced literacy.

Determine a clear, common focus for math instruction utilizing the resources available. Use curriculum mapping as a guide to coordinate your instruction.

Develop high expectations for all students.

Continue to use staff expertise for professional development and constructive feedback to increase teacher competence throughout the school.

Utilize common planning time more effectively to increase collaboration and to ensure consistency of instruction and expectations.

Recommendations for the Cranston School District

Provide funds and the necessary materials for implementation of effective math and balanced literacy programs.

Train all teachers in differentiated instruction, guided reading and math concepts and problem solving.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

The principal, parents, teachers and students, as well as the support staff, work together to build a positive learning community. The secretary is the heartbeat of the school and makes everyone feel welcome, as she has for more than twenty years. Students feel safe and secure here. Teachers and support staff say that teachers and parents from other schools in the district want to be a members of this school community. Frequent school-initiated surveys inform decision-making and provide evidence that all opinions are valued. Both the teachers and the principal acknowledge that strong parental support provides the foundation for students' success. An active parent group supports school initiatives and beautifies the school. Parents take active leadership roles on the school improvement team and on the Cranston Educational Advisory Board, providing a vital link between district and the school. It is not surprising that parents throughout Cranston want their children to attend Stone Hill School. *(observing the school outside the classroom, talking with students, teachers and support staff, meeting with the school improvement team, students, school and district administrators, reviewing Stone Hill School parent survey, school improvement parental feedback, school improvement plan and 2003 SALT Survey report)*

The principal is the driving force behind the positive climate and collegial atmosphere of this school. As the school leader, she works with teachers to provide a positive teaching and learning environment. Her energetic, supportive nature encourages teachers to try new instruction initiatives. District administrators say, "She thinks outside of the box." They commend her creative use of restricted funds to access resources and to procure needed supplies. Teachers appreciate her innovative approach to job-embedded professional development and scheduling. Teachers are beginning to use common planning time for grade level and cross-grade level discussions. As a result changes in instruction are beginning. Students say the principal writes comments on their papers, reflecting her commitment to student excellence. Parents say she knows their children, as evidenced by her personal comments on each report card. These effective leadership qualities ensure an atmosphere where teachers can grow professionally and students can succeed. *(meeting with the school improvement team, students, parents and district administrators, reviewing completed and ongoing student work and 2003 SALT Survey report, talking with students, teachers and support staff)*

A clear framework is not in place to provide guidance for the implementation of reading and math. The English Language Arts and Math curriculum guides outline the scope and sequence, but they do not provide a clear mandate for effective instruction. As a result, there is little continuity or focus of instruction from grade-to-grade and class-to-class. Guidance on the implementation of the new instruction practices is just beginning at the district level, and the effectiveness is yet to be realized. *(reviewing district strategic plan and Math Frameworks and Curriculum Guidelines, meeting with the district administrators, talking with teachers and school administrator)*

Initiatives are under way to increase the amount and use of technology in the classroom. Funded by a grant from the Cranston Education Foundation, ten *Alpha Smarts* help students connect physical education with their writing and communication skills. The *Accelerated Reader* program is available to students in all classrooms. The librarian provides instruction in the use of the on-line electronic library and the school web page. While technology is available, not all classrooms use it to their full advantage, thus diminishing its effectiveness as a learning tool. *(observing classes, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, reviewing district strategic plan, discussing student work with teachers)*

Commendations for Stone Hill Elementary School

Positive, supportive learning environment and a strong sense of community

Innovative, energetic instruction leader

Strong parental support

Recommendations for Stone Hill Elementary School

Encourage teachers to move beyond whole class instruction to flexible grouping and differentiated instruction.

Continue to involve all members of the learning community in the decision-making process.

Increase classroom use of technology to differentiate instruction.

Recommendations for The Cranston School District

Provide a clear focus and guidance for the implementation of a balanced literacy and math curriculum for the continuity of instruction.

Provide every teacher with professional development in all components of math and balanced literacy.

7. FINAL ADVICE TO STONE HILL ELEMENTARY SCHOOL

Stone Hill School is a caring, nurturing learning environment. It is a community where mutual respect exists. You are fortunate to have a strong, dynamic principal and a dedicated collegial staff, who work together to create a sense of continuity between home and school. Stone Hill students are capable learners, who love their teachers and their school.

Your continued commitment to the improvement of student learning is commendable. Increased differentiated instruction and higher expectations will only improve the performance of all students. Ongoing professional development will provide the additional skills you need to develop more consistent math and guided reading instruction. You have a wealth of talent on your faculty. Utilize these expert teachers to model effective instruction practices and to mentor your colleagues, increasing consistency throughout the school.

While you enjoy the reputation of being a high performing, sustaining school, there is still work to be done. Continue to challenge yourselves, as professionals, to improve your instruction for the benefit of all students.

ENDORSEMENT OF SALT VISIT TEAM REPORT

Stone Hill Elementary School

February 6, 2003

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?

Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?

Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs*, 1st edition.

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The Catalpa review of this visit and this report was routine.

The steps Catalpa completed for this review were:

- discussion with the chair about any issues related to the visit before it began
- daily discussion of any issues with the visit chair during the visit
- observation of a portion of the visit
- discussion with the principal regarding any concerns about the visit at the time of the visit
- thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. This team was certified to meet team membership requirements by RIDE staff.
2. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.
3. The conclusions are legitimate SALT visit conclusions.
4. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.



Thomas A. Wilson, EdD
Catalpa Ltd.
March 3, 2004

REPORT APPENDIX

Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for Stone Hill Elementary School was the touchstone document for the team. No matter how informative documents may be, however, there is no substitute for being at the school while it is in session—in the classrooms, in the lunchroom, and in the hallways. The team built its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, this visit allowed the team to build informed judgments about the teaching, learning, and support that actually takes place at Stone Hill Elementary School.

The visit team collected its evidence from the following sources of evidence:

- ◆ *direct classroom observation*
- ◆ *observing the school outside of the classroom*
- ◆ *following 7 students for a full day*
- ◆ *observing the work of teachers and staff for a full day*
- ◆ *meeting at scheduled times with the following groups:*
 - teachers*
 - school improvement team*
 - school and district administrators*
 - students*
 - parents*
- ◆ *talking with students, teachers, staff, and school administrators*
- ◆ *reviewing completed and ongoing student work*
- ◆ *interviewing teachers about the work of their students*
- ◆ *analyzing state :*
 - district and school policies and practices*
 - records of professional development activities*
 - classroom assessments*
 - school improvement plan for Stone Hill Elementary School*
 - district strategic plan*
 - 2003 SALT Survey report*
 - classroom textbooks*
 - 2003 Information Works!*
 - 2003 New Standards Reference Examination School Summaries*
 - 2003 Rhode Island Writing Assessment results*
 - School and District Report Cards*
 - Kindergarten Curriculum 2000*
 - Math Frameworks and Curriculum Guidelines*

Cranston Public Schools Science Curriculum and Science Curriculum Frameworks
Cranston Public Schools Social Studies Curriculum
Cranston Public Schools Art, Music and Guidance Curricula
Enrichment Program in Cranston
Cranston Public Schools English/Language Arts Goals and Curriculum
Physical Education Curriculum Frameworks
Information Literacy Curriculum Framework
District Writing Guide
District Plan for Assessment
District Technology Plan
Anchor Papers K-12
Stone Hill School Rubrics Binder
Looking at Student Work Binder
Stone Hill School parent survey
School improvement parental feedback
Stone Hill School's analysis of state assessments
Stone Hill School Parent, Teacher, Student Surveys
Master Agreement between Cranston School Committee and Cranston Teacher's Alliance, Local 1704 American Federation of Teachers
Master Agreement between Cranston School Committee and the Cranston's Teacher's Alliance, Teacher's Assistants and Business Aide Unit, Local 1704 American Federation of Teachers
Teacher Evaluation Handbook

State Assessment Results for Stone Hill Elementary School

Assessment results create pieces of evidence that the visit team uses as it conducts its inquiry. The team uses this evidence to shape its efforts to locate critical issues for the school. It also uses this evidence, along with other evidence, to draw conclusions about those issues.

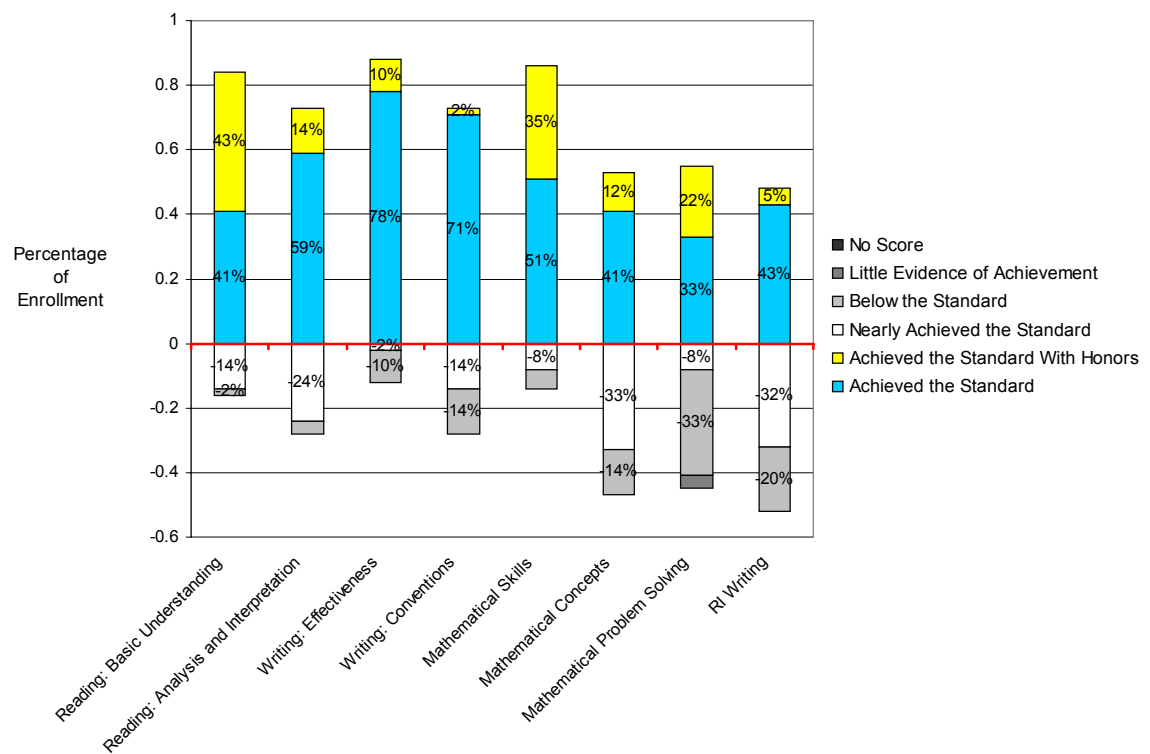
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- ◆ *against performance standards;*
- ◆ *compared to similar students in the state;*
- ◆ *across student groups within the school;*
- ◆ *and over time.*

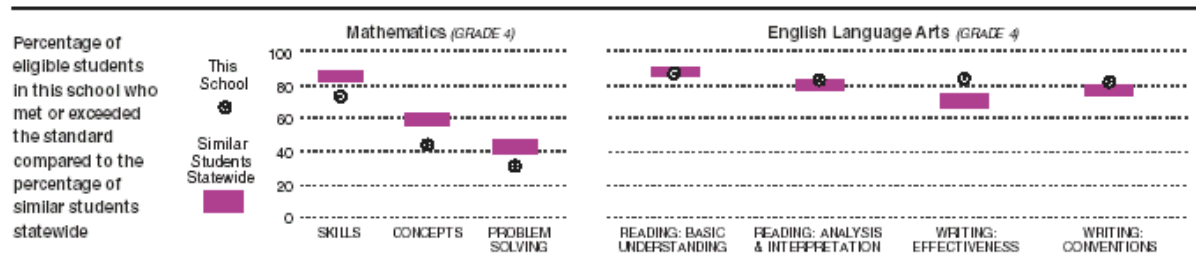
RESULTS IN RELATION TO PERFORMANCE STANDARDS

The first display shows how well the students do in relation to standards in English/Language Arts and mathematics. Student results are shown as the percentage of students taking the test whose score places them in the various categories at, above, or below the performance standard. Endorsed by the Board of Regents for Elementary and Secondary Education in 1998, the tested standards can be found in the publication *New Standards Performance Standards*.

Table1. 2002-03 Student Results on Rhode Island State Assessments Results compared to similar students in the state

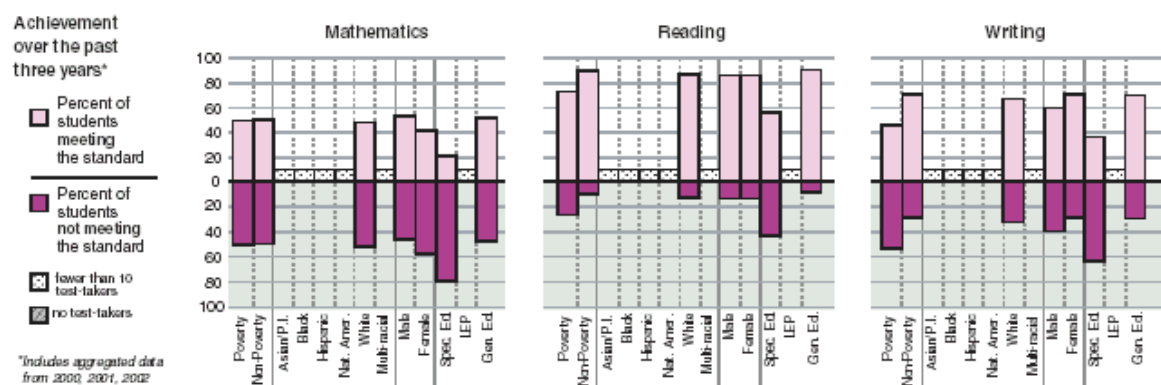


This chart includes the performance levels of students with special education needs, students participating in ESL or bilingual programs, low socio-economic status (a composite of income level, racial background and parental education), as well as the performance of students with none of these characteristics. Taking all these characteristics into account, the graph displays the overall performance of students in this school compared to - a group of students from across the state whose characteristics match this school's students.

Table 2. 2001-2002 Student Results in Comparison to Similar Students Statewide

RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL

An important way to display student results is across different groups of students with different characteristics who are in the school. This display creates information about how well the school meets the learning needs of its various students. Since breaking students into these smaller groups can result in groups becoming too small to show accurate results, this display shows the results based on three years of testing. The Department defines an important gap between different groups (an equity gap) to be a gap of 15% or more.

Table 3. 2001-2002 Student Results across Subgroups

RESULTS OVER TIME

Now that the state assessment program has been functioning for five years, it is possible to show results over meaningful periods of time. This display shows changes in the percentage of students at or above standard and the percentage of students in the lowest performance categories. These displays correspond to the targets the Department of Education asked schools to set four years ago and are the basis for the department categorizing schools as improving or non-improving.

SCHOOL REPORT CARD

The Stone Hill Elementary School has been categorized as a high performing, sustaining school on the basis of its assessment results from 2000 to 2003. The following is the school report card that shows the schools performance in relation to the 2004 annual measurable objectives. (AMO)

Information Works! data for Stone Hill Elementary School is available at <http://www.ridoe.net>.

THE STONE HILL ELEMENTARY SCHOOL IMPROVEMENT TEAM

Dr. Laura Albanese
Principal

Cheri Sacco
Grade 5 Teacher

Kevin Hitt
Grade 5 Teacher

Nancy McGovern
Grade 4 Teacher

Donna Read
Grade 1 Teacher

Lynn Covill
Grade 1 Teacher

Joan Kiedyk
Literacy Teacher

Kristen Norberg
Physical Education Teacher

Karen Santilli
Parent

Sarah Nottage
Parent

Deborah Monteiro
Parent

Cheryl Parrillo
Parent

Diane Arnold
Parent

Amelio Palmisciano
Parent

Antonella Ricciotti
Parent

Penny Potter
Parent

MEMBERS OF THE SALT VISIT TEAM

Ruth S. Haynsworth
Grade 5 Teacher
Stony Lane Elementary School
North Kingston, Rhode Island
On leave to the Rhode Island Department of Education
To serve as SALT Fellow
Team Chair

Carol Alfano
Grade 3 Teacher
Frenchtown Elementary School
East Greenwich, Rhode Island

Louise Denette
Principal
Quidnessett Elementary School
North Kingstown, Rhode Island

Cindy Marchesseault
Grade 5 Teacher
Hamilton Elementary School
North Kingstown, Rhode Island

Dawn Manchester
Grade 6 Teacher
Rhodes Elementary School
Warwick, Rhode Island

Camille Pezzi
Music Teacher
Charlotte Woods Elementary School
Providence, Rhode Island

Paulette Rainey-Brown
Guidance Counselor
Wakefield Hills
West Warwick, Rhode Island